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ABSTRACT

In response to requests for more relevance in content and methods for Inner City region, Oakland University and various public school systems have established an emphasis on teaching about Africa in the elementary school. Mutual cooperation has enabled curriculum to be altered, and introduced, and has established a positive climate for enabling change in the elementary social studies program. Examples of such vehicles for introducing change are: 1) Establishment of a University 4-credit course, Teaching About Africa in the Public Schools, for undergraduate and graduate students; 2) Development of an annotated bibliography of children's and adolescents' fiction and non-fiction material available from the University on loan; 3) Development of a resource bibliography of audiovisual material available in eight centers within the Detroit Metropolitan area; 4) Development of teaching kits on Africa for loan to public schools teachers. Kits contain artifacts and other useful materials; and 5) Workshop and in-service participation by both University and public school personnel have taken place on topics of interest concerning Africa. The author also includes a list of reasons why others might be interested in knowing about the cooperative program described here. (ED 063 234 is a related document.) (Author/JLB)

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"Teaching About Africa in the Elementary School - A University-Public Schools Co-operative Program for Improving Social Studies Teaching"

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"Teaching About Africa in the Elementary School"

"A University-Public Schools Co-operative Program for Improving Social Studies Teaching"

Oakland University, situated in the Detroit Metropolitan area, provides teachers for this Urban area through its regular teacher education program, as well as through its national Teacher Corps Projects. In response to requests for more "relevance" in content and methods per the Inner City regions, the University and various public school systems have established an emphasis upon "Teaching About Africa in the Elementary School." Mutual co-operation between University and Public School settings have enabled curriculum to be altered, and introduced, thus established a positive climate for enabling change in the Elementary Social Studies Program. Examples of such vehicles for introducing change are as follows:

1. Establishment of a University four-credit course, Education 581 - Teaching About Africa in the Public Schools - open for both undergraduate and graduate students.
2. Development of an annotated bibilography of children's and adolescents' fiction and non-fiction material available from the University on loan. Material is mostly of African authorship, and from publishing houses in Africa. (*See sample bibilography.)
3. Development of a resource bibilography of films, filmstrips, and transparancies available in eight centers within the Detroit Metropolitan area. This listing is a compilation of existing resources.

4. Development of "Teaching Kits" on Africa for loan to Public School teachers. Kits contain "touchable" artifacts, and other useful materials for teachers in units of work related to African topics.

5. Workshop and in-service participation by both University and Public School personnel have taken place on topics of interest to Africa. These periods provide opportunities for people to co-operate and share knowledge and materials. Numerous other resources have been developed as a result of such sharing periods.

Why others might be interested?

1. Co-operative endeavors between universities and public school settings can motivate curriculum change, and in so doing, provide positive change for all parties involved.
2. Large metropolitan areas have tremendous resources available, including the topic of Africa. Co-operative efforts, such as this one, have made teachers more aware of the vast materials available to them.
3. University course work and in-service sessions provide a positive framework for interested teachers to learn more about positive presentation of cross cultural units of study. Thus, method, and materials, plus encouragement enable and facilitate curriculum change within public school setting.
4. There is an appalling lack of information about Africa in the elementary school. Programs like this can affect that inequity.
5. Units of study about Africa are being included in many new social studies programs. Both universities and public schools have a reponsibility to in-service teachers to meet this need.
6. African Studies in Elementary School, can effect change in students attitudes and appreciations towards non-western cultures, as well as provide a positive setting in which to deal with Afro-American concerns.